

Chapter Two

Literature Review

This chapter provides theories underlying this research with additional information about previous studies which are related to this research. Theories of writing skills, literature, and the connection between the two are explained briefly along with two reviews of related studies. In the end, I provide a conceptual framework of this research as well.

Writing Skills

Three topics about writing skills are presented in this discussion. Firstly, the process of writing is described. It is followed by explanation about the approaches in teaching writing skills. Lastly, I give a brief explanation about kinds of writing tasks commonly used by teachers in the language classes in general and writing classes in particular.

Process of writing. There are four stages of writing process based on Harmer (2004). Those stages are planning, drafting, editing which consists of reflecting and revising, and making a final version in the end.

Planning. As the pre-writing activity, planning probably is the most thoughtful stage due to the necessity of writers to make determination about what to be written and how they will organize their writings from the start till the end. Usually, writers will draw the design of their writing into a note with detailed information, just mention some key words, or even prefer to have the concept in

their mind without writing any single words. Over all, they should always have plan on how to start and how to finish their writings.

At this first stage, a writer must consider three things which are purpose, audience, and content structure. It is very important to decide what is the purpose of our writing because it will narrow our focus into specific kind of text. Each kind of text has different organization and different formation of language so it will be very distinctive to write a descriptive essay compared to write poetry. Deciding the kind of text we are going to write will make us easier to gather and to select information for supporting our writings. Next, writer's audience should also be taken into consideration. Writing a personal letter will be different from writing a formal one so determining the audience will help writers to arrange the formation of words or paragraphs and to choose appropriate language to be used as well. Last, a writer is supposed to have a clear picture about the content structure of his or her writing. It relates with the order of information will be presented first and later, whether it is a factual fact or an opinion. However, the plan which have already set in this stage may change during the writing process because the writers can not predict when better ideas may come. As long as it makes the writing better, why do not they revise the plan? (Hedge, 2005).

Drafting. Drafting refers to the writing itself. The very first writing with no edit or revision is called a draft. A draft is assumed to be amendable which to some extent writers tend to stop writing the draft very soon because they need to fix their spelling, grammar, or punctuation. Actually, it is better to focus on the

contents since the main point of this stage is getting what to write rather than how to write, so the details can be added or removed later (Hedge, 2005).

Editing (reflecting and revising). Editing consists of reviewing the draft and making some changes on it to improve its clarity or accuracy. After finishing the draft, a writer should look upon their writing and reflect whether he or she presents the idea in a right way or not. It is possible that some points were missing, the paragraphs were not well arranged, or some sentences were too difficult to be understood. Amateur writers often make a big mistake by considering their writing is understandable for other people if it is well understood by the writer. They tend to avoid editing stage and if they do so, they will focus to fix less important things such as punctuation, grammar, etc. (Hedge, 2005). Experienced writers will give priority to revise the whole content, examining the draft whether the it has a good structure or not. After that, they will go on to the technical matters such as revising whether its syntactically or grammatically correct or not. In addition, the writers also need other people's helps in this editing stage because it is important for them to double-check their writings. Double checking a writing involves other people or editors to make judgement and evaluation by giving comments or suggestions which are really helpful for the writer in revising the draft.

Final version. After finishing the editing process, writers will consider the edited version as a final draft. However, all the processes before, starting from planning, drafting or editing, may recur and turn into re-planning, re-drafting, or re-editing but its order may vary whether it is going forward or backward or even

mixed between the two. A writing is called final version only when there is no more changes made by the writer and it is ready to be published. The diagram below represents all of these processes.



Figure.1. The process wheel of writing by Harmer (2004)

Approaches in teaching writing skills. There are three types of approaches which can be applied in teaching writing skills. They are product-based approach, process-based approach, and genre-based approach.

Product-based approach. Being able to imitate a certain text sample is the focus of writing activity based on this approach. The emphasize of the text sample is its features and writers are trained to use those features, such as through controlled writing tasks (Steele, as cited in Hasan & Akhand, 2010). There are four stages in this approach. First, a writing model is given to students and they should focus their attention on its features, such as the language used in the text, what techniques used to develop the idea, how to apply the techniques or where

the techniques are applied in the text. Second, students should practice to write certain feature of the text, for instance following formal language pattern. Third, students should arrange their ideas and also be careful with the language. Last, students independently use their own knowledge and skills to produce the final product (Steele as cited in Hasan & Akhand, 2010)

Process-based approach. Process in writing a piece of work is really important based on this approach because writing is seen as a thinking process. Thorough the process students needs to develop their creativity and learn how to generate and organize ideas (Hyland, as cited in Hasan & Akhand, 2010). There are eight stages in this approach. First, students talk and exchange ideas to creat brainstorming. Second, students write down their ideas to be shared with other students to evaluate how good and effective their ideas are. Third, the ideas should be transformed into linear form, spidergram, or mind map to see the importance of each idea so that students can organize their text. Fourth, students write the very first full version of their text, the draft. Fifth, Students should be able to act as a reader and evaluate other people writing by exchanging their work. They will also get some evaluation which is valuable for improving the quality of their work. Sixth, students improve their work by considering their peer's evaluation. Seventh, students write the final version of the draft. The last staged is teacher's turn to give feedbacks (Steele, as cited in Hasan & Akhand, 2010).

Genre-based approach. Acoording to this approach, final products of writing activities and readers expectation are very important. Writing is seen as a social activity and writers should be able to show their social intention effectively

(Hyland, as cited in Hasan & Akhand, 2010). Also, they should understand the context where the writing is done and follow certain custom of the target readers. Therefore, writers should learn about any genre which is relevant with current social and cultural situation (Hasan & Akhand, 2010).

Types of writing task. Brown (2007) mentioned several kinds of writing tasks commonly used in language classroom. There are five tasks and they are imitative or writing down, intensive or controlled writing, self-writing, display writing and real writing.

Imitative or writing down. This type of writing is possibly the easiest one. To be familiar with rules in orthographic code, students have to “write down” or “imitate” letters, words, sentences correctly. For instance, dictation task.

Intensive or controlled. Intensive writing have its pattern where students should perform their ability in spesific area, usually grammar. Under controlled writing, students may not be able to explore their creativity as well as the teacher. For example, a task which requires students to change a whole paragraph in present tense into past tense or a dicto-comp task.

Self-writing. Writing for only one audience, “the self in mind”, is a kind of task called by self-writing. Students are given opportunity to reflect on their own feeling or experiences. Additionally, to remind some important points from the lecturer, they are free to look at the notes they took during lecture. Diary or journal is the example of self writing.

Display writing. Students have to write in the school curricular context which purposed to be displayed, such as research report, essay examination, even short-answer exercises.

Real writing. Real writing deals with the purposes of language itself, letting people to be able to communicate. In contrast, display writing aims to meet specific needs in the context of curricular. There is also at least three types of writing which cover both of them.

Academic. In school, there are chances to each students giving and exchanging information. They are included in content-based instructions, group problem solving tasks, peer editing work.

Vocational/technical. A real writing can be one of materials learnt by students in order to introduce them about real life. It may develop in the forms of writing real letters, writing directions, filling actual forms, or anything they possibly needed in the future workplace.

Personal. In interactive classroom, students usually told to write diaries, letters, postcards, notes, comments in blogs, or anything else. Thus, it allows students to communicate, taking and giving actual information.

Literature

In this part, I discuss three issues about literature. They are definition of literature, types of literature and benefits of literature integration into language course.

Definition. Literature is “written artistic works, especially those with a high and lasting artistic value” (Cambridge dictionary).

Kinds of literary works. There are many types of literature, but only four types will be explained along with their distinctive features. I choose novel, short story, poetry and drama/plays.

Novel. Based on Oxford dictionary, novel is “a fictitious prose narrative of book length, typically representing character and action with some degree of realism”. There are several characteristics of novel. Firstly, the events in the story have chronological order. One event is customary having a causal relationship with another events. Secondly, the plot line is usually complex where it can go forward to the future and sometimes go backward to the past. Thirdly, the writer uses various point of views in telling the story, it may be first person, second person, or third person. Lastly, novel have a lot of characters both for main characters or supposing characters (Lazar, 1993).

Short story. According to Merriam Webster dictionary, short story is “an invented prose narrative shorter than a novel usually dealing with a few characters and aiming at unity of effect and often concentrating on the creation of mood rather than plot”. Similar to novel, short story has sequence of events which correlates each other but short story focuses on the moment of climax of story or situation. In addition, it is often told using single point of view. Words used in short story are not so much compared to novel and the language is probably more reminiscent (Lazar, 1993).

Poetry. Poetry is defined as a “literary work in which the expression of feelings and ideas is given intensity by the use of distinctive style and rhythm” (Oxford dictionary). Among other kind of literary works, poetry is unusual since it

often against language rules. First, it has its own syntax. Second, it forms its own vocabularies. Third, it combines language styles and making a new one. Besides that, poetry contains much more figurative language than novel, short story, or even drama. It also reuses old words and dialects deliberately to create new figurative language. Thus, the word arrangement in poetry composes beautiful sound and rhythms (Lazar, 1993).

Drama/plays. Drama is a literary work which consists of a lot of aspects, more than just a text. In Merriam Webster dictionary, drama is explained as “a composition in verse or prose intended to portray life or character or to tell a story usually involving conflicts and emotions through action and dialogue and typically designed for theatrical performance”. Styan also said that “. . . drama is not made of words alone, but of sights and sounds, stillness and motion, noise and silence, relationships and responses” (Styan in Lazar, 1993, p. 133). The unique feature of drama is requiring performance. It involves people to do particular actions as written in the story and they should portray characters in the story. In drama, the actor/actress should act not only miming dialogues in the story, but also making body movement, wearing costumes and preparing a set to give meaning to their performance (Lazar, 1993).

Benefits of literature for language learning. There are at least seven reasons for using literature in language classroom. Firstly, it is considered to be valuable authentic material. Secondly, it can enrich students’ cultural knowledge. Next, it improves students’ language skills and it increases their engagement in learning process as well.

Helping vocabulary mastery. Literature broaden students knowledge about vocabulary (Agustin, 2017; Hişmanoğlu, 2005; Khatib, Rezaei, & Derakhshan, 2011; Oda & Khaz'al, 2009;) especially through reading activity (Hişmanoğlu, 2005; Khatib, Rezaei, & Derakhshan, 2011). One of the most obtained language elements, yet also the most challenging thing from reading literature is vocabulary (Tsai, 2012). Moreover, examples of the language system such as vocabulary utilization are also available in literature (Gray, 2005).

Improving writing skills. The use of literature is beneficial for language learners because it can improve their ability to write well (Oda & Khaz'al, 2009; Premawardhena, 2007; Vural, 2013) for instance, in a literature-based english instruction class (Kim, 2010). For writing practices or writing classes, it is really great to use literature as a model (Hişmanoğlu, 2005), a subject (Hişmanoğlu, 2005; Khatib, Rezaei, & Derakhshan, 2011), or a stimulus (Chen, 2006). Moreover, a study by Vural (2013) has revealed that learning language using literature is better than without literature because students become more skilful in writing and they become more enthusiastic in following the lesson and doing the reading.

Learning grammar. Atmaca and Günday (2016) said, “Using literary texts in foreign language classroom can be an opportunity to teach various grammar structures of foreign language in context and to internalize the grammar rules” (p. 128). In addition, Chen (2006) explained, “When students read literature, they learn the target language in a whole context rather than memorizing words and rules” (p. 212).

Gaining moral values and wisdoms. Amer (2012), Aoudjit (2012), Chen (2006), and Floris (2005), previous researchers, has suggested the advantage of literature for teaching or learning moral values. According to Chen (2006), literary texts in education, besides its function as media for teaching language skills, is positioned as a medium to help learners understand about themselves and the world. Floris (2005) has argued that wisdom and values of a certain community can be passed on by older people to younger people through education in school or college by incorporating folktales and local stories into the course. It facilitates students, especially from developing countries, learning about their national identity and growing it as nation's strength. Furthermore, Amer (2012) has said that literary texts initiate cross-cultural understanding, build capability in problem solving, encourage people to think and contemplate about ideas (Amer, 2012). Lastly, Audojit (2012) has explained "Indeed, literature in general and novels in particular challenge ethical theory and moderate its pretensions to explain moral experience and solve moral problems" (Audojit, 2012, p. 63).

Deepening knowledge about language. Learners agree that literature, especially short story (Pardede, 2010), is a great help for students to be proficient in English, (Dass, Chapman, & O'neill, 2012; Pardede, 2010). "Literary texts are the major sources where complex structures such as dangling structure, inversion, subjunctives, etc occur" (Khatib, Rezaei, & Derakhshan, 2011, p. 202). Incorporation of literature as teaching material facilitates learners to learn about grammar (Amer, 2012), for instance, increasing knowledge about grammatical terms (Agustin, 2017), understanding numerous grammar forms contextually and

acquiring the principles of grammar to their language system (Atmaca & Günday, 2016).

Broadening personal knowledge. Through literature, language learners have the chance to widen the range of their personal knowledge (Khatib & Rahimi, 2012; Premawardhena, 2007; Hişmanoğlu, 2005) which is varied from educational matters to non-educational matters (Agustin, 2017).

Increasing creativity. Takagaki (2002) stated the following:

I believe the reading of literature has a vital role to play in teaching foreign language readers that it is a living, rich language and that literary works such as novels, poems, dramas, and short stories are full of feelings and emotions, along with imagination and creativity. (p. 1)

Assigning students to read and rewrite novel or short story by reflecting to their life experience or freely following their imagination can build their “literary creativity” (Khatib & Nourzadeh, 2011, p. 260). Furthermore, teachers and students has also found the great values of studying literature as a subject in school. It promotes creative and high level thinking (Dass, Chapman, & O’neill, 2012).

The Use of Literature in Teaching Writing Skills

Literature is beneficial for language learning and there are some approaches may be adopted by teachers for using literature in the writing course. Three different approaches will be discussed as follows.

Approaches in teaching writing using literature. As mentioned by Lazar (1993), approaches in incorporating literature to develop students writing

skills consist of language based approach, literature as content, and literature for personal enrichment.

The language-based approach. Main focus of this approach is encouraging learners to value literary work by examining its detail language properties. By having a deep understanding in language properties of texts such as grammar, lexis, and different types of discourse, students will improve their general comprehension of English and also be able to interpret eloquently and evaluate aesthetically. In the other hand, literature is as a promising resource for training language skills as well. Using literature, teachers may design various activities which encourage students to practice their language actively so that their language skills will improve. Language-based approach provides an exciting way to study grammar with abundant accesses to new vocabularies. Since it will increase students language comprehension, the integration of literature in language course is acceptable. In contrast, there is a bigger chance for students to decrease enthusiasm if the teacher teaches them in the strict way because there is little exposure for personal engagement and cultural information.

Literature as content. The content of language course in this approach is literary works with related background information. It varies from authors biography and its influence to their works, rhetoric, literary styles, historical, political, social issues in literary texts background, up to texts about literary movement. Although this approach is considered to be more appropriate for literature course than language course, putting students in such contexts is really beneficial for them both in gaining deeper knowledge about literary texts and

exploring authentic texts. If the related background information is selected carefully and teacher can choose the most suitable and enjoyable activities going well with it, students will also increase their appreciation to literature. Due to the high level of language, literature as content will suit students with advanced language level well but it is not suggested for students with average language level. Usually, the proportion of native language usage is quite big because the activities are likely to discuss and to translate certain literature. It is better for teacher to carefully design learning activities which encourage students participation and engage students interest.

Literature for personal enrichment. Students involvement in learning process is the central point of this approach. Literature helps students to learn and acquire languages through their logic and emotion. Since students need to engage completely in the learning process, the learning materials are arranged based on what students are enthusiastic about and it is acceptable to provide non-literary texts as complementary materials. Although it will be very exciting for students to talk about their personal responses such as opinions, feelings, and experiences, teachers should be careful in applying this method. Students may find that the language used in literary texts are difficult to be understood or the issues talked in literary texts are unfamiliar for them, so teachers should make sure that students does not have any objection to share their personal responses. To overcome privacy issues, teachers may tell their students to work in small group which consist of fewer people or to write their responses personally so that only teachers who have the right and the access to read them.

In this research, two approaches will be combined as the teaching strategies. Firstly, I choose the language based approach in creating various activities which encourage students to do writing practices and to develop their language skills especially writing skills. The translated version of an Indonesian novel will be used as a model for their writing and students will be assigned to explore its language properties. Secondly, to maintain students enthusiasm in doing writing practices, I also use the approach of literature for personal enrichment. Therefore, students will have a big chance to express their opinions, feelings, or experiences.

Review of Related Studies

Literature has been used in language teaching since Grammar Translated Method was broadly applied in schools and there has been numerous researchers interested in conducting studies about literature as well. In this section, I provide two reviews of studies which raise the issue of literature and its implementation in language class.

The first study was conducted by Chen (2006). The title is “Using Children's Literature for Reading and Writing Stories”. There were three main aims of this research. First was to explain the advantages of using literature in language learning. Second was to define why children literature is suitable for EFL learners. Last was to give illustration about a project where children’s literature was used to interest EFL university students in reading and writing stories. The participants of this research came from a national university in southern Taiwan. There were 43 participants which consist of 33 females and 10

males freshman English major students. The duration of the project was four weeks and it had two meetings every week which took three hours for a meeting. The data were collected from students reflective statements and interviews. Initially, two raters identified the theme and categories. Then, the data were coded separately. The literature used here was children magazine of literature and art called Cricket magazine.

The findings recommended the usage of literature in language learning due to the importance of literature. First, literature gave students bigger chance to learn not only about linguistic but also about themselves and the broader world outside them. Second, literature provided students with authentic and unique way of communication which encouraged them to engage with the learning process and as a result, their functional language skills were developed. Third, literature could fill the absence of the cultural learning in EFL context since language could not be separated with culture.

Children literature was a great choice of literary text to be integrated in language class consisting non-native speakers because of three consideration. First, unlike any other literary text, the language presented in children literature did not have high linguistic features, it was easy to be read by students instead. Literature should neither be too easy nor too advanced for students so it could be equal for students' language level. Furthermore, children literature included cultural information and values into its content, so it could improve students engagement with the text. Last, the length of children literature was quite short and it would not give much pressure for students.

Researcher of this study designed various activities of reading and writing during the course aiming to increase students writing skills and self-assurance. The course was held for four weeks and students were given different tasks in each weeks. The focus of the tasks were reading stories for the first week, drafting stories for the second week, peer review and revising for the next, and conference and revising for the last. Also, students had to regularly post a journal on internet every week. According to students evaluation, children literature appeared to be a great choice of course material. The course was worthy and it effectively helped them in developing their writting skill. The authentic tasks combined with the usage of technology made the learning process meaningful and pleasant as well.

The second study was a study conducted at 2010 in Korea. An article written by Kim has title “Implementing Literature-Based Language Instruction in a Korean High School English Classroom”. Researcher of this study wish to investigate two main issues. The first one is about how literature-based language instruction gives benefits to the English learning of Korean high school students and the other one is about how Korean high school students evaluate literature-based English instruction. To gather the data, 118 students from 11th grade including 84 females and 34 males were involved in this study. They came from a South Korea foreign language high school and took English as their major subject. Being separated into four classes, they attended two courses which applied literature-based English instruction and it took three hours per week. The course consisted of English reading course and an extra-curricular supplementary English subject. Researcher of this study chose four short stories and one book chapter as

students' reading and writing materials : Thank You, Ma'am by Langston Hughes; Lose Now, Pay Later by Carol Farley; Say It with Flowers by Toshio Mori; A Crush by Cynthia Rylant; and on My Honor by Marion Dane Bauer.

The overall response of students toward the implementation of literature based instruction was good. In their opinion, literature based instruction was successfully worked for enhancing their writing skills but it did not really work for making a good progress in either speaking or listening skills. Students could increase their confidence to show their personal responses about the reading material due to the freedom they had. Using literature, students involvement in the class and their self-determination were better. Foreign culture was attractive and it made students enthusiastic because they want to take in the actual English along with its culture. Surprisingly, when it came to inclusion of literature in assessment, students did not show a good response.

The review of studies above give a vivid picture of literature integration in language classes with different setting. It explains how language teachers employ literature as learning material, the way literature be beneficial for language learners in developing their language skills, what supposed to be improved from its implementation and also what kind of literature can be used in the classroom.

Although those previous researches and this research discuss similar topic which are literature and its integration on language classes, this research has some clear distinction. First, this research uses a translated version of Indonesian novel as the learning material. Based on the context, the novel do not contain any foreign cultures, it contains students' own culture instead. Second, the nature of

this research is action research. The teacher will teach the students by herself, so instead of investigating other teachers' English classes, she will investigate her own English class. Third, unlike the previous researches reviewed above, I decide to only focus on one language skill to be investigated and it is writing skills.

Conceptual Framework

To be able to write a complete and well structured text, a writer should follow many stages of writing process, starting from planning, writing the very first draft, editing which is unlikely to be done once, until finishing the final version. It takes time and needs a lot of practices. Therefore, both learning and teaching this skill are not easy. Students and teachers encounter many problems, such as the low priority and limitation of time for teaching writing skills, students' vocabulary mastery, difficulties in translation, sentences formation, and paragraph development.

Literature is a powerful media which can be used to teach language skills, particularly writing skills. A kind of literature which rarely used by teachers to teach language skills is translated version of non-native literature, especially students' native literature. Translated version of local novel is not as popular as other kinds of literature, but it may be a solution to help teachers solving students' writing problems.

This action research consisted of two cycles. I used an English version of Indonesian novel as the reading and writing material during the whole meetings, which were six meetings in total. Among all problems mentioned earlier, the focus of this research was solving only two problems, sentences formation and

paragraph development. Considering the syllabus used in schools, students were taught to write a personal narrative text, a type of narrative text. The following diagram gives a clearer picture about the conceptual framework of this research.

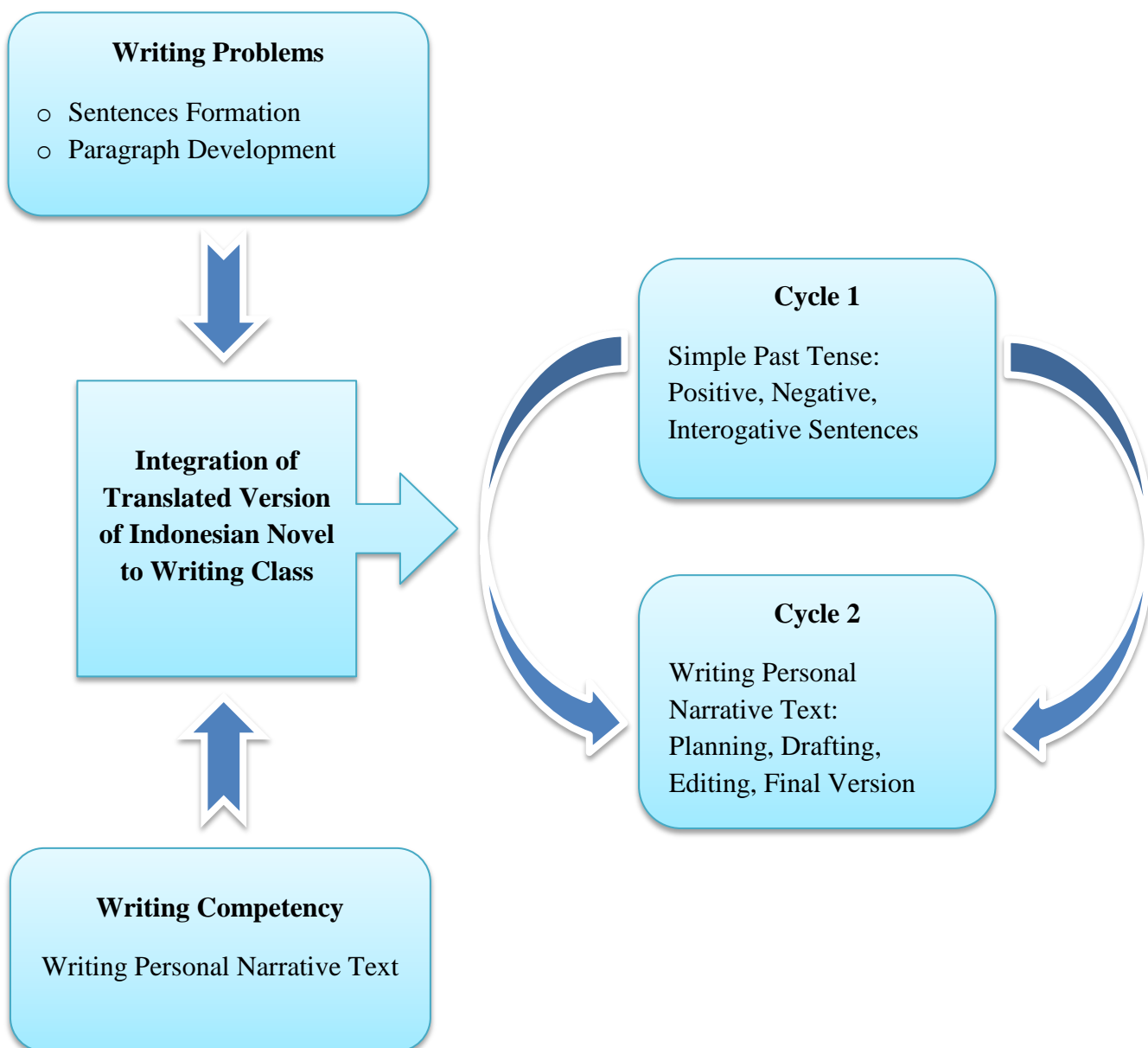


Figure.2. Conceptual framework